



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School

City

Teacher's name

Student's name

Grade

6th

Level

A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Señores padres de familia cordial saludo, quiero compartirles que ésta guía de aprendizaje de inglés para el trabajo en casa se preparó con el fin de ayudar a su hijo o hija a reconocer las partes del cuerpo, posibles accidentes que pueden ocurrir y, finalmente, algunos cuidados del cuerpo y aseo personal, ya que estamos atravesando un momento tan difícil como es la pandemia. Como es conocido que no se tiene acceso a internet, se elaboró de tal manera que se facilite su comprensión y desarrollo autónomo. Les informo que las actividades son realizadas con base en las necesidades de sus hijos y son tomadas del libro Way to Go 6 cuyo link se ha añadido en la sección TEXTBOOK LINKS, algunas actividades son ajustadas y flexibilizadas ya que sabemos que la mayoría de ustedes pertenecen al área rural y no tienen acceso a internet

-La actividad 1 : Dibujar y copiar las partes del cuerpo

- La actividad 2 Contestar las preguntas planteadas

-La actividad 3 Descripción de las partes del cuerpo

- La actividad 4: Análisis de un reporte de los accidentes más frecuentes en un colegio y su descripción

- Por último, la actividad 5 es para que su hijo(a) autoevalúe lo aprendido con éste tema.

Agradecemos su colaboración supervisando que su hijo(a) complete las actividades indicadas.

WELCOME TO THIS SELF-STUDY GUIDE

This English self-study guide helps you recognize the main parts of the body in English, the cares we must have with the body and the possible accidents that can be suffered at school.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
MY BODY IS AN AMAZING MACHINE	Reading and writing	Plural Nouns	Parts of the body	Write descriptions



GET READY

Study time needed: 2 hours	Resources: English dictionary, guide, phone	- Textbooks Links: Way to Go Student Book 6, https://drive.google.com/file/d/1C_Ez_knz9NiF_WocewZJ0_blrpp8O-uoF/view page 10, Exercise 2 and page 11, Exercise 3
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LEARNING OBJECTIVES

- To identify the main parts of the body and its features.
- To read about descriptions of body problems.
- To write simple recommendations to protect our bodies.

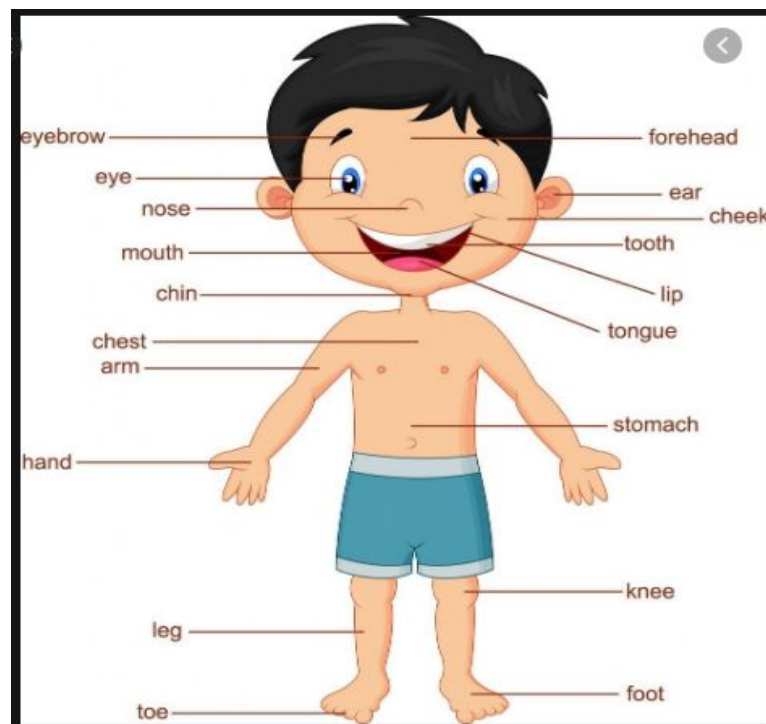
LEARNING STRATEGIES

- Read the instructions for each task.
- Look at the examples given.
 - Use the dictionary only if absolutely necessary. You should not translate word by word.
 - Be responsible and work so happy

ACTIVITIES

LANGUAGE TASKS (40 minutes)

1. In your notebook, do a drawing of your own body and label the parts which are shown in the picture below





2. Using the information of the chart below and the example given, answer the questions:

Grammar Box
Regular and Irregular Plural Nouns

In English, we usually add **-s** (or **-es**) to the noun to make the plural form. However, there are some irregular plurals that do not follow this rule.

Write on the board:

Regular plurals	Irregular plurals
one finger ten fingers	one foot two feet
one ear two ears	one tooth 32 teeth

Example:

Question: How many eyes do you have?

Answer: I have two eyes

- How many legs do you have? _____
- How many teeth do you have? _____
- How many heads do you have? _____
- How many feet do you have? _____
- How many ears do you have? _____
- How many fingers do you have? _____

3. Write the plural form of the following nouns. See the examples

Example 1 : Mouth (singular) --- Mouths (regular plural)

Example 2: Foot (singular) -----Feet (irregular plural)

- | | | | |
|---------------|----------------|---------------|----------------|
| 1.Head _____ | 2. ear _____ | 3. foot _____ | 4.finger _____ |
| 5.Tooth _____ | 6. leg _____ | 7.hand _____ | 8. lip _____ |
| 9. Arm _____ | 10.mouth _____ | 11.hair _____ | 12. knee _____ |



SKILL TASKS (1 hour)

1. Write a simple paragraph describing some of the parts of your body using the adjectives of the chart below

strong: fuerte
Small: pequeño
long: largo
dark: negro
big: grand
weak: débil
tall: alto

Follow the **example**:

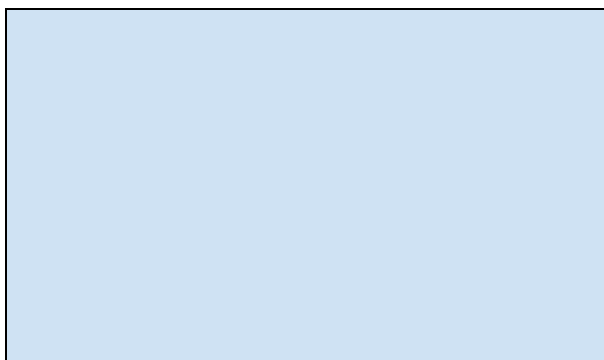


My arms are strong. My head's small, but my nose is big. My ears are small and my eyes are small, too. My legs are . . . and my head is . . .



Now, it is your turn!

2. The following is a report of the Ministry of Education about accidents that can happen at the school. In the empty box you must draw another accident that you think that can happen in the school and write what part(s) of the body can be affected following the examples given below
:



3. Do a list of the parts of the body that can be damaged/affected in an accident using the following verbs

lastimar: hurt	cut: cortar	break: romper	hit: golpear	fall: caer
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See the **examples**





4. Construct some sentences about accidents that can happen at the school using the structure proposed in the chart below.

See the **example**:

We can break our legs, if we run faster

We can	hit hurt cut break	our	heads	if	we run too fast in the school hall.
			arms		we don't use the necessary protection.
			hands		we don't follow our teacher's suggestions.
			fingers		we don't pay attention when we walk.
			legs		we jump on the school stairs.
			faces		we don't look in front of us.
			stomachs		we push our classmates in a game.
backs					

Final task activity!



We can hit our heads if we don't look in front of us.

1. _____
2. _____
3. _____
4. _____
5. _____

ASSESSMENT TASKS (20 minutes)

At the end of this work you are able to identify phrases and expressions related to parts of the body and their characteristics, and produce simple sentences about ways to protect our bodies from accidents. It is the moment for you to revise your progress. Check the images below and mark what is your own situation



I can identify the main parts of the body and its features. ✓

Very well	
Quite well	
With difficulty	

I can understand descriptions of body problems. ✓

Very well	
Quite well	
With difficulty	

THIS IS THE END

Congratulations, you can do amazing things and work in a responsible way. Continue practicing the vocabulary and expressions about parts of the body.

USEFUL RESOURCES

Online English Spanish dictionary

- <https://dictionary.cambridge.org/es/diccionario/ingles-espanol/>

Vocabulary about parts of the body

- Way to Go Workbook 6

- https://www.vocabulary.cl/Lists/Free_Time_Activities.htm

- <https://learnenglishkids.britishcouncil.org/grammar-practice/free-time-activities>

- <https://cambridgeenglishonline.wordpress.com/2015/06/05/grammar-blog-1-adverbs/>

- <https://learnenglishkids.britishcouncil.org/category/topics/free-time-and-hobbies>



ANSWER KEY

LANGUAGE TASKS

2

1. 2
2. 32
3. 1
4. 2
5. 2
6. 10

3

- | | |
|------------|------------|
| 1. Heads | 7. Hands |
| 2. Ears | 8. Lips |
| 3. Feet | 9. Arms |
| 4. Fingers | 10. Mouths |
| 5. Teeth | 11. Hairs |
| 6. Legs | 12. Knees |

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de esta guía, por favor hagale preguntas que le permitan verificar el proceso de aprendizaje.

¿Cuál fue la actividad de mayor gusto?

¿Qué partes del cuerpo aprendió?

El tema, ¿sirve para mejorar las habilidades del inglés?

¿Qué recomendaciones le podemos hacer a la profesora?

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